

2019 HSC Korean and Literature Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies correctly why there are many visitors wearing modernised <i>Hanbok</i> in Korean palaces	2
• Provides some relevant information	1

Sample answer:

It looks fancy and comfortable to wear the modernised *Hanbok*. Also, people wearing the modernised *Hanbok* will get free entry to the palaces.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of the challenges faced by visitors who want to wear the modernised <i>Hanbok</i> in Korean palaces	3
• Demonstrates some understanding of the challenges faced by visitors who want to wear the modernised <i>Hanbok</i> in Korean palaces	2
• Provides some relevant information	1

Sample answer:

Visitors who want to wear the modernised *Hanbok* may not get free entry to the palaces from next year. Furthermore, they will not be able to participate in events held at the palaces, such as the traditional game events and traditional *Hanbok* photo competitions.

Answers could include:

People will not be able to hire the modernised *Hanbok* at rental shops from next year.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive comparison of the two speakers' attitudes about the issue, with detailed reference to both content and language 	5
<ul style="list-style-type: none"> Provides a thorough comparison of the two speakers' attitudes about the issue, with reference to both content and language 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of the two speakers' attitudes about the issue, with some reference to content and language 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the two speakers' attitudes, with limited reference to content and/or language 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Minsu is more emotionally engaged in this issue. His choice of words/phrases show his anger towards the council's decision such as 'It's nonsense, it is so annoying, I hate it'. However, Mrs Yu's attitude towards the issue is neutral and rational. She doesn't show her emotions or respond to Minsu's emotional outbursts. She doesn't use emotive words/phrases, but rather tries to calm Minsu by being sympathetic. For example, she continually says 'I understand, calm down, there are so many people upset like you'.

Also, Minsu is subjective, taking the issue personally by only talking about his own experiences, eg he uses 'shiny-shiny, busy-busy' to highlight the joy of wearing the modernised *Hanbok*. However, Mrs Yu is objective. She is neither critical nor judgemental but her answers are clear and informative, as she uses survey data such as '90 per cent of tourists at the palaces wear modernised *Hanbok*'. She also uses a proverb, 'Use a spade to block something that a mere hoe could block' to highlight her concern that the council policy does not tackle the issue of many people wearing modernised *Hanbok*.

Answers could include:

Minsu does not attempt to resolve the problem but makes a drastic decision by saying that he would rather not go to the palace any more. However, Mrs Yu tries to resolve the problem by providing a realistic suggestion to write to the council.

Section I — Listening and Responding

Part B

Question 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them • Composes a coherent argument demonstrating a comprehensive understanding of the texts • Demonstrates a highly-developed understanding of context and audience • Demonstrates an excellent control of vocabulary and language structures 	9–10
<ul style="list-style-type: none"> • Identifies the main issues in the texts and compares and contrasts them in a lucid way • Composes an effective argument with close reference to the texts • Writes effectively for the context and audience • Demonstrates an appropriate knowledge and understanding of language structures and vocabulary 	7–8
<ul style="list-style-type: none"> • Coherently compares and contrasts information in the texts • Writes coherently and with some appropriate textual reference • Relates information to context and audience • Writes using a range of language structures and vocabulary 	5–6
<ul style="list-style-type: none"> • Compares and contrasts some opinions, ideas and information in the texts • Demonstrates a limited ability to structure and sequence information and ideas • Demonstrates an awareness of context and audience 	3–4
<ul style="list-style-type: none"> • Demonstrates some understanding of the texts and the ability to compare and contrast information • Shows some evidence of the ability to organise information 	1–2

Answers could include:

- Manner towards strangers in the street
- Early shop closing hours
- Splitting the cost of food with friends
- Australian university students tend to have study groups, part-time work and sports on the weekends
- Not heavy traffic and pollution but have relaxing atmosphere and beautiful nature.

Section II — Reading and Responding

Part A

Question 3 (a)

Criteria	Marks
• Identifies why the expression ‘내 생에 가장 빛나는 보석’ is used	2
• Provides some relevant information	1

Sample answer:

The expression ‘the brightest jewellery in my life’ is used to emphasise that family is most precious and irreplaceable in one’s life.

Question 3 (b)

Criteria	Marks
• Provides a sound description of how filial piety is expressed in this song	3
• Provides some description of how filial piety is expressed in this song	2
• Provides some relevant information	1

Sample answer:

Filial piety in this song is the showing of love to your parents first, returning at least half of the love you received from your parents, loving your parents more every day and putting more effort into keeping to keep your family happy together.

Question 3 (c)

Criteria	Marks
• Provides a sound description of the emotions that are expressed in this song	3
• Provides some description of the emotions that are expressed in this song	2
• Provides some relevant information	1

Sample answer:

A sense of guilt is expressed through ‘I could not even say the one word. Thank you’, ‘The one word, Sorry could have resolved’. Regret is expressed through ‘I always received taking it for granted’, ‘I mistreated them at times by saying harsh things’. Anxiety is expressed through ‘Sometimes I am afraid of getting older’. Being hopeful is expressed through ‘I will be good loving you more every day’, ‘to be happy together’, ‘to keep it protected’, ‘I will love them first from now’.

Question 3 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how effective the language structures and musical elements are in conveying the message • Provides detailed reference to specific examples from the text 	7
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how effective the language structures and musical elements are in conveying the message • Provides reference to specific examples from the text 	5–6
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how effective the language structures and musical elements are in conveying the message • Provides some reference to examples from the text 	3–4
<ul style="list-style-type: none"> • Provides some relevant information. 	1–2

Answers could include:

The message of the song is to emphasise how precious family is.

This message has been delivered through language structures and musical elements.

- The singer uses everyday easy language, instead of the difficult Chinese words, so that listeners can easily relate to the theme and content of the song.
- Same ending forms are used repeatedly to ensure that the message of family love is emphasised.
- The singer uses many phrases to show his regrets, eg ‘Sorry could have resolved’ to encourage listeners to appreciate their family love to avoid future regrets like him.
- The singer deeply moves the listeners by the friendly and sympathetic voice, for example, he now realises the parental love is given unconditionally, eg 당연하게 받기만 했었네요.
- By starting from a lower tone of sound and adding more power with a higher tone, the cheerful jazz melody and more instrumental background music, it makes listeners focus more on the message.
- It repeats the same melody line and rhythm to emphasise his confession of his mistake of finding happiness from outside of the family. However, he realises how precious family is now that he has grown up.
- Brass is added to maximise the amusement and excitement to highlight the positive change of the family relationship. The listeners will also expect a positive change in the family relationship.
- At the end of the song, *To be happy together* is used to emphasise the message once more by playing all the instruments and singing the chorus together.

Section II — Reading and Responding

Part A (continued)

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a highly-developed ability to compare how the song and the narrative account convey a message of hope to young people • Demonstrates a perceptive and insightful ability to analyse the way in which language is used to convey meaning in the song and the narrative account • Composes a coherent and sophisticated argument demonstrating a comprehensive understanding of the text 	21–25
<ul style="list-style-type: none"> • Demonstrates the ability to compare how the song and the narrative account convey a message of hope to young people • Analyses the way in which language is used to convey meaning in the song and the narrative account • Composes an effective argument with appropriate textual reference 	16–20
<ul style="list-style-type: none"> • Identifies with some elaboration examples of how either or both the song and the narrative account convey a message of hope to young people • Identifies some examples of the way in which language is used to convey meaning in either or both the song and the narrative account • Supports the discussion of the question with some appropriate textual reference 	11–15
<ul style="list-style-type: none"> • Identifies with some elaboration examples of how either or both the song and the narrative account convey a message of hope to young people • Identifies some examples of the way in which language is used to convey meaning in either or both the song and the narrative account • Attempts to compose an argument with reference to the text 	6–10
<ul style="list-style-type: none"> • Identifies some ideas and information relevant to the influence of either the song or the narrative account • Demonstrates some ability to structure and sequence ideas 	1–5

Answers could include:

The two texts send a meaningful message of hope to young people.

The song *Desire To Fly* contains the powerful message of searching for new hope and dreams by overcoming daily pressure and frustration. On the other hand, the narrative account *Having a Painful Crush on Someone* encourages young people not to be afraid of going through the agony and wonders of youth by having a painful crush because the experience will enable them to mature.

Both texts convey the message of hope to readers, despite using different expressions.

The song *Desire To Fly*

- In the beginning of the song, the songwriter shows the sense of insecurity, isolated mindset and anti-social attitude with excessive worries as he was not able to go back to where he should be.

- However, he was determined to get out to the world where he could show his dream.
- He did not regret choosing the solitude and isolation, although everyone had left and he had lost everything.
- While being imprisoned in his own world, he would eventually gain courage and power to withstand the world.
- The songwriter attempts to persuade and emphasise the message of hope through repetition and the use of easy everyday life language, eg 'spread my wings that have shrunk for so long, broadly into the sky'.
- The songwriter uses language that young people can easily relate to because it uses colloquial sentences that are used by young people, eg ending form of every sentence, '순간이 있지, 못했어, 모르니', etc.
- At the beginning, the songwriter starts with the use of darker language, eg 'too many thoughts and too many worries', but at the end of the song, words of encouragement and hope are used, eg 'strength to endure this world, start again'. This highlights the message of hope.
- The songwriter demonstrates a strong commitment to start afresh from a desperate situation, eg 'I want to go out into the world' to 'I can get out of the world now'.
- The songwriter uses imaginary expressions that give a vivid description of images, eg *움추렸던 날개 / 더 넓게 펴 보이며 날고 싶어* (spread wings).
- The songwriter uses irony, eg 'Solitude is not always bad', to 'loneliness helps me to reach out to the world'.

The narrative account *Having a Painful Crush on Someone*

- People tend to have the feeling of pain, suffering and frustration from having a crush on someone because they actually do not realise the precious experience they were having. The author of the narrative account encourages young people not to be afraid of having a crush on someone, even though it may bring agony and frustration. It is a privilege that is only given to young people.
- Having a crush on someone means an active participation in life, a short cut to maturity and the best love practice.
- The author suggests for young people to love the daily life that they are living in, with the utmost efforts and passion such as humanity, scholars, truth and nature.
- Young people wander around with a sense of uncertainty and agony. However, youth is the beautiful period of life when one can explore with endless questions about life.
- The author uses a well-organised structure of the four steps for organising a Korean composition, such as introduction, development, turn and conclusion. This logical structure helps readers to understand the author's message clearly.
- The author uses quotes from a famous poet and a novelist to make the message more convincing, eg 'Be ashamed rather than dust', 'When you reach 60, your life is more cherishable'.

- The author uses various emotional descriptive words, such as vibrant, happiness, envious, sad, wandering, painful, suffering, jealousy, defilement, passionate and frustration to increase the emotional attachment.
- The author uses a lot of words that are originated from the Chinese language, eg 계절의 순환 (the return of the season), 불확신 (uncertainty), 회심 (conversion), 색 (exploration) etc, to give a more intellectual impression and encourage readers to engage in thinking.
- The author uses irony, eg love by yourself, not by another person, is good because this experience gives young people the chance to self-realise.

Section II — Reading and Responding

Part B

Question 5

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the issues raised in the text • Responds with a sophisticated level of ability to the opinions, ideas and information in the text • Composes a coherent argument demonstrating a comprehensive understanding of the text • Demonstrates a highly-developed understanding of context and audience • Demonstrates an excellent control of vocabulary and language structures 	13–15
<ul style="list-style-type: none"> • Identifies the main issues in the text • Responds lucidly to the opinions, ideas and information in the text • Composes an effective argument with close reference to the text • Writes effectively for the context and audience • Demonstrates an appropriate knowledge and understanding of language structures and vocabulary 	10–12
<ul style="list-style-type: none"> • Exchanges information in response to the opinions, ideas and information in the text • Writes coherently and with some appropriate textual reference • Relates information to context and audience • Writes using a range of language structures and vocabulary 	7–9
<ul style="list-style-type: none"> • Responds to some opinions, ideas and information in the text • Demonstrates a limited ability to structure and sequence information and ideas • Demonstrates an awareness of context and audience 	4–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the text • Shows some evidence of the ability to organise information 	1–3

Answers could include:

The use and/or development of artificial intelligence is good/not good.

Positive points of artificial intelligence:

- Possibility of AI to outperform humans in certain areas
- AI to mass produce at a lower cost will provide cheaper products to consumers
- Take over monotonous jobs
- Can rescue people at dangerous sites
- Can look after patients and elderly people at hospitals and nursing homes.

Negative points of artificial intelligence:

- Driverless cars already had accidents
- Increased unemployment of manual work
- A concern that AI is trying to replace tasks that require creative thinking skills
- Possibility of intimidating humans in case of control failure
- Possibility of fatal mistakes and limitations in the medical area.

Section III — Writing in Korean

Questions 6–7

Criteria	Marks
<ul style="list-style-type: none"> • Writes perceptively for a specified audience, context and purpose • Demonstrates an excellent control of vocabulary and language structures • Demonstrates a highly-developed and sophisticated control of Korean vocabulary and syntax • Demonstrates flair and originality in the selection, presentation and development of ideas 	21–25
<ul style="list-style-type: none"> • Writes effectively for an audience, context and purpose • Demonstrates a well-developed command of Korean with a comprehensive range of vocabulary and syntax • Demonstrates the ability to manipulate language • Demonstrates originality in the selection and presentation of ideas 	16–20
<ul style="list-style-type: none"> • Writes original and interesting text appropriate to audience, context and purpose • Demonstrates a satisfactory command of Korean, with a sound base of vocabulary and syntax • Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar 	11–15
<ul style="list-style-type: none"> • Demonstrates an awareness of audience and context using only a narrow range of information and ideas • Uses a limited range of predictable vocabulary and language structures to express ideas • Attempts to sequence and link ideas 	6–10
<ul style="list-style-type: none"> • Communicates a limited range of ideas with little attempt to organise and sequence material 	1–5

2019 HSC Korean and Literature Mapping Grid

Section I — Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	The impact of a changing society on the individual and family in contemporary society — conversation	H3.1
1 (b)	3	The impact of a changing society on the individual and family in contemporary society — conversation	H3.1, H3.2
1 (c)	5	The impact of a changing society on the individual and family in contemporary society — conversation	H3.2, H3.3

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
2	10	Australian and Korean perspectives on lifestyle and culture — conversation/speech	H2.1, H2.2, H2.3, H2.4, H3.5, H3.8, H4.3

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
3 (a)	2	<i>Family</i> — the individual and the community	H3.1, H3.3
3 (b)	3	<i>Family</i> — the individual and the community	H3.1, H3.2, H3.3
3 (c)	3	<i>Family</i> — the individual and the community	H3.1, H3.2, H3.3
3 (d)	7	<i>Family</i> — the individual and the community	H3.3, H3.4
4	25	<i>Desire To Fly, Having a Painful Crush on Someone</i> — youth culture	H3.6, H3.7, H4.1

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
5	15	The impact of digital technologies — blog entries	H2.1, H2.3, H3.3, H3.8

Section III — Writing in Korean

Question	Marks	Content	Syllabus outcomes
6	25	Environmental issues — speech	H2.1, H2.2, H2.3, H2.4
7	25	The impact of K-culture on Korea and the world — speech	H2.1, H2.2, H2.3, H2.4